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ABSTRACT

This book, aimed at mathematics and vocational educators and researchers, analyzes the historical, sociological, and practical elements of mathematics within vocational education against the emerging impact of technology. Focus is on the current situation of mathematics within Australian vocational and technical education and how that might be applied to similar institutions internationally. Chapters 1 and 2 present reviews of literature that focus on the institutions and images of mathematics and mathematics education. The relationship between technology and mathematics in the workplace is discussed. Chapter 3 provides theoretical perspectives on technologies of power and new forms of knowledge production. Concepts of symbolic control, pedagogy, and identity are emphasized. After a brief introduction to the historical and contextual setting of Australian vocational and technical education, Chapters 4-6 considers technologies of power. Starting with the micro-level of teaching and learning, through the mid-level of curriculum and the conditions of teachers' work, the analysis ends on the macro-level of knowledge production and distribution, where the

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de-institutionalization of education is suggested as a serious challenge. Chapter 7 considers the construction of image in relation to technologies of management and to vocational mathematics as located within the public image of mathematics education. There are four figures, a glossary of acronyms, a 496-item bibliography; and name and subject indexes. (AJ)

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